EFFECT OF SELF-REFLECTIVE LEARNING ON THE LEADERSHIP IN THE NON-GOVERNMENTAL ORGANIZATIONS (NGO_S), AN ANALYTICAL STUDY USING GROUNDED THEORY METHODOLOGY

A SYNOPSIS
Submitted
For the award of
DOCTIOR OF PHILOSPHY
In
MANAGEMENT

Dr. K. Santi Swarup
Supervisor

Submitted by:
Sudha Ratnam
Research Scholar

DEPARTMENT OF MANAGEMENT
FACULTY OF SOCIAL SCIENCES
DAYALBAGH EDUCATIONAL INSTITUTE
DEEMED UNIVERSITY
DAYALBAGH, AGRA- 282110

Prof.Sanjeev Swami
Head, Department of Management
D.E.I, Dayalbagh

Prof. Sanjeev Swami
Dean, Facuty of Social Sciences
D.E.I, Dayalbagh

Effect of Self-reflective Learning on the Leadership in Non-Governmental Organizations(NGOs), An analytical study using Grounded Theory Methodology

1.0 Introduction to the concept of Self-Reflective Learning

"By three methods we may learn wisdom: First, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest."

-Confucius ("The Analects of Confucius")

Current studies by **Alain Morin (2002) in his publication "Do you "self-reflect" or "self-ruminate"?** Indicated that people actually engage in two different types of self analysis:

- **Self Reflection**
- **Self Rumination**

Self reflection is analyzing the self, a general curiosity where the person is intrigued and interested in learning more about his/her emotions, values, thought processes and feels fascinated about them. Instead of being anxiously self aware, they have wisdom.

Self rumination also involves analysis but in terms of their self worth. They seem to be constantly "beating around the bush", re-evaluating themselves, always questioning their behaviour and appearance, being unsure of themselves, nervous, etc. They are anxiously self aware.

So we all analyze our inner thoughts and feelings (self-awareness), but some of us feel anxious about what we might discover about ourselves (self-rumination) while others feel intrigued and fascinated about ourselves (self-reflection). Self reflective learning is a process of inner dialogue that leads to reflection and testing of own views against broader concepts, acceptance of differences and integrating them into new insights. It actively creates, captures, transfers and mobilizes knowledge, skills and attitudes that enable us to adapt to a changing environment. It is a capability that strongly enhances the capability of dialogue, an operational tool for developing learning which ultimately enhances the wisdom. The capacity of humans to exercise introspection and willingness to learn more about their fundamental nature, purpose, essence and identification of the effects of self-focus on behavior is termed as self reflective learning.

Recent studies by Catherine Lombardozzi (2012) "On reflective practice as a learning technique" emphasize on what makes "reflection" different from just "thinking about"? According to her in self-reflection there is an intellectual analysis of our experiences and we often come back to the fact that effective reflection depends on the questions we ask. Some questions lead to a deeper analysis of the nuances of our experiences so that the lessons learned from them have real impact. Some questions guide us to look at our underlying assumptions and to think more critically about what happened and why?

Self reflection as a transformation process for learning and wisdom may be represented as:

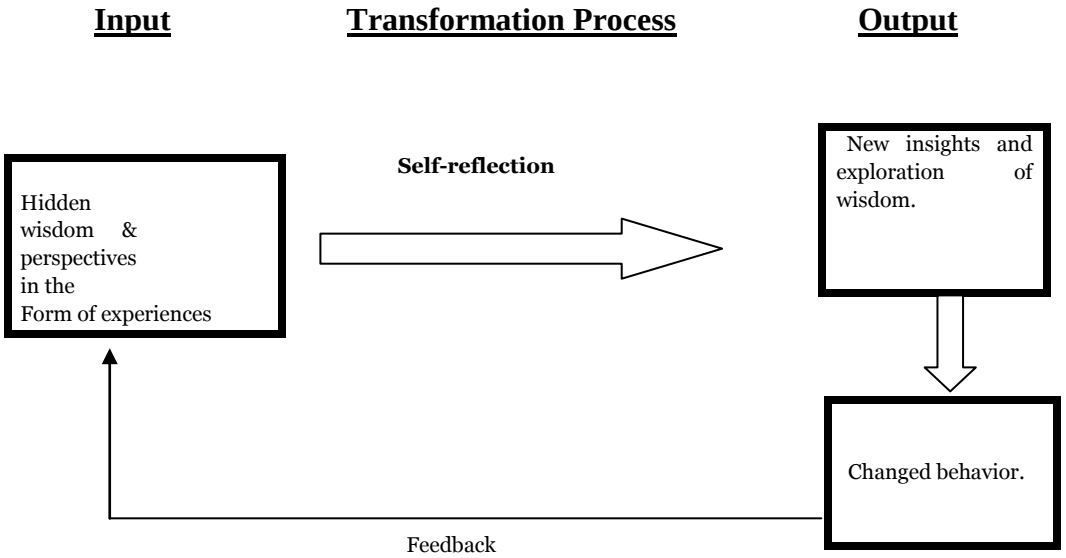

Figure 1: Self-Reflective Learning

Thus we can say that Self reflective learning is a process of inner dialogue that leads to reflection and testing of own views against broader concepts, acceptance of differences and integrating them into new insights. This results in a changed behavior which again explores more experiences and eventually leads to the wisdom.Thus it is an entire process of learning and change- which is growth enhancing and developmental.

2.0 An Overview of Non-Governmental Organizations (NGOs) in India:

A Non-Governmental Organization is a formalized, not-profit group which has been created outside of government to address particular issues, tasks or functions of a non-commercial nature. The term came into use in 1945 because of the need for the United Nations Organization (UNO) to differentiate in its charter between participation rights for intergovernmental specialized agencies and those for international private organizations. At the United Nations Organization, virtually all types of private bodies can be recognized as Non-Governmental Organizations (NGOs).

Professor Akira Iriye (2002) defines Non-Governmental Organizations as "a voluntary nonstate, non-profit, nonreligious, and non-military association".

Akira Iriye (2002) "Global Community: The Role of International Organizations in the Making of the Contemporary World", focuses particularly on organizations committed to humanitarian relief, development aid, peace and disarmament, cultural exchanges, human rights, and environmental protection.

NGOs are unique organizations and they can't be compared either to the business or government organizations. NGOs become legal entities through registration either as a non-profit corporate, a society or a trust. Such organisations can be registered under The Societies' Act, 1860 (Section 20), Public Trust Acts of various states, Indian Companies Act, 1956 [Section 25 1(a) and (b)]. Article 19(1) (c) and 30 of The Constitution of India, gives the right to all the citizens of India to form associations or unions.

[Source: (Mathew Cherian (2012), Director Charities Aid Foundation, (CAF) India. www.wikipedia.com]

The uniqueness of NGOs doesn't come from legal status, rather from commitment for a cause, voluntary spirit, self-motivation, strong internal vision, people skills and culture.

NGOs can be classified on the basis of orientation and the level of operation.
[Source: Peter Willets (2012) "What is Non-Governmental Organization?"UNESCO, Encyclopedia of Life Support Systems, www.wikipedia.com]

NGO by orientation are:

- Charitable orientation: It includes NGOs with activities directed toward meeting the needs of the poor. Such NGOs may also undertake relief activities during a natural or man-made disaster.

- Service orientation: It includes activities designed by the NGOs and people are expected to participate in its implementation and in receiving the service. e.g. Health planning (Pulse Polio campaign), education services (Sarva Shiksha Abhiyaan).

- Participatory orientation: is characterized by self-help projects where local people are involved particularly in the implementation of a project by contributing cash, tools, land, materials, labour etc.

- Empowering orientation: is where the aim is to help poor people develop a clearer understanding of the social, political and economic factors affecting their lives, and to strengthen their awareness of their own potential power to control their lives.

NGO by level of operation are:

- Community-based organization: **(CBOs)** arise out of people's own initiatives. These can include sports clubs, women's organizations, and neighborhood organizations, religious or educational organizations.
- City-wide organization: include organizations such as the Rotary or lion's Club, chambers of commerce and industry, coalitions of business, ethnic or educational groups and associations of community organizations.

- National NGO: include organizations such as the Red Cross etc. Some of these have state and city branches and assist local NGOs.

- International NGO: It includes organizations such as World Wide Fund for Nature (WWF) Save the Children organizations, Cooperative for Assistance and Relief everywhere (CARE) etc.

It is a fact that NGOs don't fill the deficit of government. NGOs do what government can't do. E.g. In agricultural sector, the agricultural extension officers have the zeal and enthusiasm to work in the interest of farmers, but for some reason they don't have people skills. They can't organize people. NGOs have these skills and they are also committed to social change. NGOs steps to implement the governmental welfare programmes. That is the reason why government subcontracts, co-opts or sometimes authorizes NGOs to fully take up responsibilities. Government has also been asking NGOs to form self-help groups.

According to the Planning Commission of India (2010) there are 3.3 million NGOs in India. The largest number of NGOs are registered in Maharashtra (4.8 lacs), followed by Andhra Pradesh (4.6 lacs), UP (4.3 lacs), Kerala (3.3 lacs), Karnataka (1.9 lacs), Gujarat (1.7 lacs), West Bengal (1.7 lacs), Tamil Nadu (1.4 lacs), Orissa (1.3 lacs) and Rajasthan (1 lacs). More than 80 per cent of registrations come from these 10 states. The Central Government funding to these organizations exceeds Rs.1.0 billion.

[Source: Archana Shukla: The First official estimate (2010) "An NGO for every 400 people in India", the Indian Express Journalism, July7, 2010.]

3.0 Leadership in Non-Governmental Organizations:

"The most important leadership quality is a willingness to admit what you don't know or aren't certain about, and a willingness to change your mind when confronted with different evidence and ideas. It is a quality of intellectual openness and it is at the foundation of an attitude of wisdom."

-J Pfeffer

The practice of leadership is an art (Conger, 1989; De Pree, 2004; Fairhurst & Sarr, 1996) & that art is about the effective application of a body of knowledge, then leadership is in that sense an artful application.

Researchers {Sridhar M.K. and Manasa Nagabhushanam (2008) in their publication "NGOs in India-Uniqueness and Critical success factors, results of an Focused Group Discussion (FGD)" recognized that there are two types of NGOs namely **agenda driven and vision driven**. The agenda driven start just because there is a funding available either from the government or from International Funding agencies, whereas in case of vision driven NGOs they start with a vision and the structure evolves naturally and agenda is a by-product of that vision.

Similarly, the case is there with an effective leader as such a leader's general purpose is to create and bring to life a vision of the future. A vision is an image of the future that helps articulate the values, purposes and identity for followers (Boal & Bryson, 1988). The quality of a leader's articulation of a desired future state affects follower attitudes and ultimately their performance (Kirkpatrick & Locke, 1996).

Hence, to be impactful, a leader of NGOs needs to have high awareness of the content appeal and degree of alignment between his/her vision and those of follower's vision. When there is alignment between leaders and followers in their values and shared identities, the leader-follower influence mechanisms are reinforced (R.G. Lord& Brown, 2001).Leaders can take actions to manifest the purpose and vision into reality.

"Leading others is not merely telling them what to do, rather it's giving them tools to work with so that they can meet expectations and perhaps become innovators themselves. A leader is less a dictator than a coach, more a counselor than a director. The leader becomes a context setter, the designer of a learning experience— not an authority figure with solutions."

-Steve Miller & Fullan

Swami Vivekananda, the greatest leader of India not only believed in 'Servant-based Leadership' but constantly endeavoured to empower all those around him. In dealing with his brother-disciples and followers, he evoked what is today popularly known in the management world as the **'Pygmalion Effect'.** The **Pygmalion effect**, or **Rosenthal effect**, refers to the phenomenon in which the greater the expectation placed upon people, often children or students and employees, the better they perform. The effect is named after Pygmalion, a play by George Bernard Shaw.

One can even say that **Vivekananda** call**; "Arise, Awake and stop not till the goal are reached"** was an attempt to empower people en-masse. **J Carla Nortcutt** had once said, **"The goal of many leaders is to get people to think more highly of the leader. The goal of a great leader is to help people to think more highly of themselves."** This is perhaps the best description of Swami Vivekananda.

4.0 Review of Literature:

A detailed survey of the concerned literature has been carried out based on various journals, papers; articles, concerned magazines and online resources. Some of the literatures are presented below and the rest of the surveys have been included in the references.

1. Adrian Chan (2010)"Reflecting on experience for leadership development" University of Nebraska at Lincoln: Paper 8, College of Business Administration. This paper proposes that being reflective or ruminative about one's leadership experience can have differential effects on one's leadership efficacy, implicit leadership theories and psychological capital. This study

proposes that different forms of reflection on one‘s leadership experience can have differential effects on one‘s leadership efficacy, implicit leadership theories and subsequent leadership performance. Reflecting on a leadership episode occurs at the point of recall of the episode. In this dissertation, both recall and reflection are paired for adaptive or maladaptive purposes. Maladaptive recall and reflection focuses on the nature of problems encountered, amplifies the

implications of problems, and generally causes one to dwell on problems with no intention of moving towards problem-solving. Adaptive recall and reflection, on the other hand, is characterized by experiential mindfulness, which involves a state of suspended judgment while remaining open to allow salient aspects of a problem to emerge. It is focused on problem solving rather than merely ruminating on a problem.

This paper postulates that when reflection is adaptive, one‘s leadership efficacy is raised, one‘s implicit leadership theories are better explicated and more developed, with positive aspects of one‘s implicit leadership theories more accessible. When reflection is maladaptive, the processing that occurred may create negative emotional reactions and self-attributions that lower leadership efficacy. When one engages in maladaptive reflection, one‘s implicit leadership theories are also developed, but the negatively valence aspects of one‘s implicit leadership theories are also made more accessible.

2. Alain Morin (2002) "Do you "self-reflect" or "self-ruminate"? Science and Consciousness Review, December (1) This paper reflects that we all spend time analyzing our inner thoughts and feelings; past research looked at this activity as being unitary in nature (i.e., simply focusing on the self), examined how frequently people introspect, and identified the effects of self-focus on behaviour. Current studies by Alain Morin indicate that people actually engage in two different types of self-analysis: self-reflection (enjoying analyzing the self) and self-rumination (not being able to shut off thoughts about the self), each leading to opposite consequences. Personality psychology is mainly interested in the measurement of differences among people; researchers typically use questionnaires to tap variations in self-awareness. The questionnaire so used is termed as Reflection-Rumination Questionnaire, developed by Trapnell and Campbell (1999).

3. Catherine Lombardozzi (2012) "On reflective practice as a learning technique" www.learning journal wordpress.com emphasized on what makes "reflection" different from just "thinking about"? This leads to an intellectual analysis of what reflection is, and we often come back to the fact that effective reflection depends on the questions we ask. Some questions lead to a deeper analysis of the nuances of our experiences so that the lessons learned from them have real impact. Some questions guide us to look at our underlying assumptions and to think more critically about what happened and why.

4. G. K. Kriflik L. S. Kriflik (2006) "Leadership Learning: to explore the role of critical reflection in leadership learning" Yeppoon, Australia: 20th ANZAM Conference, This study builds on the findings of the most successful leadership strategies, the most successful strategies are those in which leaders focussed on their own behaviours, attitudes and actions.

5. Lillas M.Brown and Barry Z.Posner(2001) "Exploring the relation between learning and leadership" Leadership and Organizational Development Vol.22 Iss:6, pp.274-280, MCB UP Ltd. This paper investigates how two important research streams learning and leadership might be related with one another. Responses on the Learning Tactics Inventory (Dalton 1999) and Leadership Practices Inventory (Kouzes and Posner 1997) are compared for a managerial sample. Results indicate that more active and versatile learners subsequently consider themselves more frequently involved and engaged in leadership behaviours.

6. Mary Jane Kuffner Hirt (2004), "Capacity building: the Self-Reflective leader", Public Management, Vol. 86, p.12). This article presents method to enhance leadership capacity through self-reflection and experiential learning. Of many leadership-oriented assessment tools they used Multi-factor leadership Questionnaire, originally developed by Bernard Bass in 1985 to assess leadership styles, Myers Briggs inventory to determine personality traits, Individuals relatively distinctive pattern of thinking, feeling and behaving developed by John M. Oldham, Louis B.Morns.

7. Robert Sternberg (2008) "The seven pillars of leadership wisdom" http:// www.amazureconsulting.com/files/1/91276339/ seven pillars of wisdom, it incorporates the

spectrum of reflective, cognitive and emotional elements, and the importance of the "integration of mind and character" in the development of wisdom.
It regards wisdom not as a unitary construct, but as the interaction of seven components. All elements are required for the full and consistent application of wisdom. Exceptional talent in one or more component of wisdom provides powerful strengths but won't compensate for weakness in any one theme. The "house of wisdom" requires all seven to operate together. It provides a powerful diagnostic framework to profile leadership wisdom in identifying potential strengths in developing wisdom and in highlighting risks that constrain the application of wisdom.

8. Sridhar M.K. and Manasa Nagabhushanam (2008) "NGOs in India-Uniqueness and critical success factors, result of an Focussed Group Discussion (FGD)", The Journal of Business Perspective Vol.12 No.3 reveals that NGOs are unique organizations and have a totally different approach in thinking and functioning. It also brings out the fact that there are certain factors that contribute to the success of the NGOs. These factors can be classified into hard factors (like structure, size, objectives, focus, targets, government support) and soft factors (like vision, leadership, distinct culture, shared values, unique space).

5.0Need of the study:

In recent decades a term progressivism has been introduced, a term commonly applied to a variety of responses to the social and economic problems that arose as a result of change in era.

Various words came into existence like philanthropy, humanitarianism, altruism, charity, generosity, helping hands, social justice philanthropy, charitable institutions, NGOs etc. The primary purpose of the NGO is the design and implementation of development-related projects. These organizations typically try to raise awareness, acceptance and knowledge by lobbying, press work and activist events.

India has a long chain of spiritual leaders who have taught the world that social and personal transformations are inseparable. We must be the change we want to see and if the goal is social transformation, philanthropy must transform itself into shared resources for the public good.

Among various factors for the NGOs to be successful, leadership with shared values, ethical approach, high awareness of the content appeal and degree of alignment between their vision and those of follower's vision play a very important role. It is evident in the research of **Sridhar M.K. and Manasa Nagabhushanam "NGOs in India-Uniqueness and critical success factors, result of an FGD"**

While there exists a lot of literature concerning self-reflective learning and leadership and its correlation but it has been examined in the profit-sector organizations.

This study focuses at the necessary aspects of self-reflective learning and effectiveness of application of self-reflective learning on the leadership in the Nongovernmental organizations (NGOs).

6.0 Objectives of the study:

1. To study the leadership practices at various levels of leaders in NGOs.

2. To study the learning tactics of various levels of leaders in NGOs.

3. To evaluate the correlation between leadership practices and learning tactics of leaders in NGOs.

7.0 Research Design and Methodology:

In order to carry out the research to examine the above mentioned objectives I will employ the **Grounded theory methodology**, this methodology is a kind of process analysis that has the ability to be used extensively over a variety of social science disciplines. The basic belief is that the theory comes from the data. We can also say in other words, a theory would be grounded in the data that is the reason it is called grounded theory. It has following steps:

1**. Data Collection** (interviews, schedule, observation, structured questionnaire)

2. **Data analysis** (in parallel with data collection)

Stage	Purpose
Codes	Identifying anchors that allow the key points of the data to be gathered.
Concepts	Collections of codes of similar content that allows the data to be grouped.
Categories	Broad groups of similar concepts that are used to generate a theory.

3. **Theoretical memoing** "Memos are the theorizing write-up of ideas about substantive codes and their theoretically coded relationships as they emerge during coding, collecting and analyzing data.

4. **Sorting of memos and writing of theory**.

[Source: Barney Glaser, Anslem Strauss (1967), the Discovery of Grounded Theory, 1967]

In the proposed research I wish to apply the grounded theory methodology and conduct research as given below:

1). The study will begin with **specifying population,** I will consider NGOs of Uttar Pradesh (U.P.) from the cities whose population is at least 20 lacs.

2) From identified cities I will use **simple random sampling** to select 5 NGOs from each city. Then the required information is collected from the different level of management of each NGO.

3) The **data collection** will be through questionnaires based on

I. **Leadership Practices Inventory** developed by Kouzes and Posner (1997).

II. **Learning Tactics Inventory** (developed by Dalton 1999).

The Inventory uses a Likert-frequency scale. These questionnaires will help me in analyzing the leader's learning tactics, leadership behaviors and the way of their self-analysis and learning.

4)**. Data Analysis** will be done after the **Coding of data.** Coding is the step which links between data collection and emergent theory. **Open coding** is the process in which researcher looks at each line of raw information, allocate codes to the specific words or group of words. Once coding is done researcher generates as many ideas as possible from data (**initial coding),** then the researcher pursues a selected set of codes throughout the dataset(**focused coding),** then further refinement of codes **(theoretical coding).**

5). Memo-writing: After coding process, memo-writing is done. Here I will identify/reflect the learning from coding.

6).**Mapping concepts:** This is the process of further refining of concepts in an attempt to meet the objectives and formulating concepts.

7). **Correlation analysis:** I will use Karl Pearson's Correlation formula for calculation of correlation between leadership practices (one variable) and learning tactics inventory (another variable) and **Z-Test** to test the statistical significance of the correlation.

8.0 Sources of data: for the proposed research I will be using both primary and secondary data.

Primary Data: Primary data will be collected from the leaders of NGOs with the help of structured questionnaires.

I. **Leadership Practices Inventory** developed by Kouzes and Posner (1997). It reveals five practices of exemplary leadership:

a) Challenging the Process

b) Inspiring a Shared Vision

c) Enabling Others to Act

d) Modeling the Way

e) Encouraging the Heart.

II. **Learning Tactics Inventory** (developed by Dalton 1999).It is designed to help in recognizing learning preferences. People learn from experience in one of four ways:

a) Action

b) Thinking

c) Feeling

d) Accessing Others.

Secondary Data: will be collected from different sources:

- Journals
- Magazines
- Books
- News Papers
- Websites
- Blogs
- Online resources.

I will collect data from the Management of NGOs at top level, middle level and lower level as given below:

Top level:	Chief Functionary, Administrative Officer, Finance Officer
Middle level:	Project Managers

Lower Level:	Programme Managers

9.0 Statistical tools:

To test the findings scientifically I am keen to analyse data by using the appropriate statistical methods:

- Karl Pearson's Correlation formulae for calculation of correlation between learning tactics inventory (one variable) and leadership practices(other variable)

- Z-Test to test the statistical significance of the correlation.

10.0 Proposed Chapters:

1. Introduction.

2. Review of Literature.

3. Research Methodology.

4. Findings

5. Analysis:
   a) Leadership practices at various levels of leaders in NGOs
   b) Learning tactics of various levels of leaders in NGOs.
   c) Evaluation of Correlation between leadership practices and learning tactics of various levels of leaders in NGOs.

6. Conclusion and Suggestions.

References.

References:

1. B., Boal, G, Hunt, E. Dodge G. (1999), "The effect of visionary and crisis responsive charisma on followers-A self-concept theory", The Leadership Quarterly, Vol.10, no.3, pp.423-448 926), Elsevier.

2. Brown, Lillas M., Posner, Barry Z. (2001) "Exploring the relation between learning and leadership" The Leadership and Organizational Development Journal Vol.22 Iss:6, pp.274-280, MCB UP Ltd.

3. Confucius (475 BC-221BC), "The Analects of Confucius". www.wikipedia.com.

4. Chan,Adrian (2010)"Reflecting on experience for leadership development" University of Nebraska at Lincoln: Paper 8, College of Business Administration.

5. Charian, Mathew (2012), Director Charities Aid Foundation (CAF), India.www.wikipedia.com.

6. Dalton, M.,Swigert, S., E. Bunker, Wachholz, J. (1999) The Learning Tactics Inventory: Facilitator's Guide, Jossey-Bass/Pfeffer, San Francisco.

7. Glaser, Barney G., Strauss, Anslem L. (1967), "The Discovery of Grounded Theory: Strategies for qualitative research 1967", Chicago: Aldine.

8. Iriye, Akira (2002) "Global Community: The Role of International Organizations in the Making of the Contemporary World", (1. Paperback print ed.). Berkley, California [u.a.]: University of California Press.

9. Hirt, Kuffner Mary Jane (2004) “Capacity Building: The Self-Reflective Leader”, Public Management Vol.86 Issue 1; p.12.

10. K.,Sridhar M., Nagabhushanam Manasa (2008) “ NGOs in India-Uniqueness and critical success factors, result of an Focussed Group Discussion (FGD)” , The Journal of Business Perspective Vol.12 No.3

11. Kouzes, Jame M., Posner, Barry Z.(1997) “The Leadership Challenge”: Facilitator’s Guide, Jossey-Bass/Pfeffer, San Francisco.

12. Kriflik, G. K., Kriflik, L. S. (2006) “Leadership Learning: to explore the role of critical reflection in leadership learning” , Yeppon, Australia: 20th ANZAM Conference, Yeppoon, Australia).

13. Kilburg, R. (2006), “Executive wisdom”, Washington DC: American Psychological Association.

14. Lombardozzi, Catherine (2012) “On reflective practice as a learning technique” www.learning journal wordpress.com.

15. Morin, Alain (2002) "Self-awareness review part 1: Do you "self-reflect" or "self-ruminate"? Science and Consciousness review December (1).

16. Pfeffer, J. (1997) “The ambiguity of leadership”, Academy of Management, review Vol.2, No.1, New York: Wiley.

17. Rosenthal, R. And Jacobson, Lenore (1992), “Pygmalion effect in the classroom”, (Expanded ed.) New York: Irvington.

18. Sternberg, Robert (2008) “The Seven Pillars of leadership wisdom http://www.amazureconsulting.com/files/1/91276339/seven pillars of wisdom-pdf

19. Shukla, Archana(2010) “The first official estimate, An NGO for every 400 people in India, The Indian Express Journalism of Courage, July,7,2010. www.indianexpress.com.

20.Trapnell, P.D. and Campbell, J.D.(1999) “Private self-consciousness and five-factor model of personality”, Distinguishing rumination from reflection, Journal of Personality and Social Psychology, 76 (2), 284-304.

21. Willetes, Peter (2012), “What is Non-Governmental Organization?” UNESCO, Encyclopedia of Life Support Systems, City University, London.